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This compilation is frankly directed to junior readers. The contributions are in the main intelligible to adolescent boys and girls. In some instances the material may be beyond their reach, but it is in just such places that the vocational counselor has his opportunity. The book will be most useful in schools attended by children of the well-to-do for the reason that the major emphasis is given to the professions, the near-professions, and other vocations demanding specialized training on or above the high-school level. Nevertheless, the editors have contributed to the gradually increasing body of occupational information so necessary to the hosts of young persons who yearly cross over the "No Man's Land" lying between school and vocational efficiency.

G. M. HOYT

Co-operative citizenship.—It is generally conceded that the only effective instruction in civics is that which makes the student conscious of his own civic relationships and gives him practice in responsible civic activities. With such purpose in view, a new text¹ for use in secondary-school classes undertakes the following:

1. The demonstration to the young citizen, by reference to his own observation and experience, of the meaning of his community life (local and national), and of government in relation to that life.
2. The cultivation of certain habits, ideals, and attitudes essential to effective participation in that life through government and otherwise [p. v].

The subject-matter of the book is organized around four controlling ideas: common purposes in community life, our interdependence in attaining these, the consequent necessity for co-operation, and government as the agency through which to secure co-operation.

Commencing with a discussion of common needs, which are illustrated by reference to everyday affairs in the local community, the idea progresses through our interdependence in such affairs to the need for co-operation. The necessity for team work is most vividly portrayed. The agency of co-operation is now sought, and here a chapter on "Why We Have Government" is introduced. The idea of necessity for government is built up by reference to matters pertaining to the child's everyday life. Government is portrayed as being at once the "signal" (as in a game) for co-operation and as the "rules of the game." "Ill-mannered" people alone have reason to object to these rules. The young citizen is made to feel that he is important in a community; his rights and responsibilities are coupled together, and the spirit of service is emphasized.

The idea of breadth of community is developed from that of the immediate environment through city, state, nation, and finally to world-community. Identity of wants and interdependence of groups are demonstrated by reference

¹ ARTHUR W. DUNN, *Community Civics for City Schools*. Boston: D. C. Heath & Co., 1921. Pp. x+582.

to the economic facts of the child's life. Detailed chapters are devoted to the wants common to all peoples. A studied attempt is made to instil the idea that these may be satisfied only through co-operation.

Special chapters are devoted to co-operation in dealing with dependents, defectives, and delinquents, to team work in taxation, and to team work in industry. The book attempts to prepare the future citizen to deal with industrial troubles on the basis of identity of interests of the hitherto warring groups and in the light of the public weal. Great importance is attached to the home as the fundamental community and as the proper place for co-operation to begin.

Later chapters are devoted to the machinery of township, county, city, state, and national government. Their virtues and shortcomings are shown, and it is sought to instil the desire for studied improvement.

The plan of the book is admirable, in that it keeps within the interests and comprehension of pupils. The book is valuable in its wealth of illustrative material and in its subtle manner of presentation. It will go far toward helping future citizens to attain "team work through government for the achievement of common purposes."

LUTHER LEECH

Measuring various types of correspondence.—The familiar scales for measuring the quality of English compositions written by pupils either make no distinction between the different forms of composition or limit themselves to the traditional forms of description, exposition, narration, and argumentation. Superintendent Lewis, of Rockford, Illinois, recognizing that letter writing is the form of composition most used by adults and a form commonly taught both in the elementary and the high schools, has worked out a set of scales for measuring business and social letters.¹ He has perfected separate scales for order letters, letters of application, social letters of the narrative type, and social letters of the problematic type. To these he has added a new scale for simple narration. The method of collecting and evaluating samples, which is described in detail, is thoroughly scientific. An excellent introductory résumé and criticism of previous work in this field and a concluding bibliography enhance the value of the book. Mr. Lewis' brief and clear descriptions of his procedure would score very high on a composition scale.

D. L. GEYER

CHICAGO NORMAL COLLEGE

Professional opportunities for women.—In the general trend toward a normal economic situation, the readjustment of the occupational activities of women is following an uncertain course. It is not clear that women will retain

¹ ERVIN EUGENE LEWIS, *Scales for Measuring Special Types of English Composition*. "School Efficiency Monographs." Yonkers-on-Hudson, New York: World Book Co., 1921. Pp. 144.